

**Criteria for Determining Participation in the State Assessment System through Alternate Assessments**

<b>Criteria</b> ↓	<b>Alternate Achievement Standards for Independent Functioning</b>	<b>Alternate Achievement Standards for Academic Competence</b>	<b>Modified Achievement Standards for Grade Level Access</b>
<b>1. Evidence of a Disability</b>	There is empirical evidence of a severe disability that precludes the acquisition of Indiana Academic Standards and a high school diploma.	There is empirical evidence of a significant cognitive disability that precludes the acquisition of achievement standards necessary to obtain a high school diploma. However, there is evidence that the student could achieve academic competence at a basic level.	The student receives special education services due to the presence of a disability. There must be evidence that the disability has prevented the student from achieving grade-level proficiency as measured by previous state tests or other valid grade-level assessments.
<b>2. Intensity of Instruction</b>	Even with extensive, intensive, pervasive, frequent, and individualized instruction in all settings, the student is unable to acquire, maintain, generalize, and apply academic skills across environments.	Even when provided access to a differentiated general education curriculum, the student is unable to derive reasonable educational benefit without significant individualized modifications to content and performance expectations.	The student is able to meaningfully access curriculum for the grade in which the student is enrolled. However, the student's case conference committee agrees that, even with appropriate instruction and services designed to meet the student's individual needs, the student is not likely to demonstrate grade-level proficiency within the same time frame as peers.
<b>3. Curricular Outcomes</b>	<p>The goals and objectives listed in this student's IEP focus on progress within functional achievement indicators and extensions to the Indiana Academic Standards. The student strives to achieve the most basic self-help and communication skills and is seeking opportunities throughout the day to accomplish very individual goals.</p> <p>The student expects to earn a certificate of completion upon leaving high school</p>	The goals and objectives listed in this student's IEP focus on progress on academic skills that are prerequisites to the grade in which the student is enrolled. The student aspires to obtain skills necessary for entry level employment.	The student is expected to earn a high school diploma prior to exiting high school, either by eventually demonstrating proficiency on the high school assessments or through the appeals process. Therefore the goals listed in the student's individual education plan include content standards for the grade in which the student is enrolled.
<b>AYP</b>	<b><i>Up to 1% of the population tested can count as "proficient" through these two alternate achievement measures.</i></b>		<b><i>The number counted as "proficient" in all three columns cannot exceed 3%.</i></b>